

Going Remote with Integrity 2.0

Tips and Techniques | April 2, 2020



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

This webinar is being recorded

Webinar team and playbook

- Presenter
 - Douglas Harrison, Vice President and Dean, UMGC
- Moderators
 - Tricia Bertram Gallant, Director, Academic Integrity Office, UC San Diego
 - Amanda McKenzie, Director, Quality Assurance and Academic Integrity Office, University of Waterloo
 - Camilla Roberts, Director, Honor and Integrity System, Kansas State University
 - Jean Guerrero Dib, Director of the Center for Ethics and Integrity, University of Monterrey
- Logistics
 - You'll be automatically muted upon entry.
 - Q&A will follow presentation
 - Please leave questions and other contributions in chat throughout the presentation
 - Moderators will share questions to guide Q&A

Brought to you by ...



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

- UMGC has a mission to improve the lives of adult learners by operating as Maryland's open, online university, serving working adults, military service-members, their families, and veterans across the United States, and around the world.



International Center for Academic Integrity

- A membership organization cultivating integrity in academic communities throughout the world to promote ethical institutions and societies

info@academicintegrity.org

<https://www.academicintegrity.org>



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

Goals of this webinar

- Identify critical contexts and messages for faculty in mass, fast move to remote instruction, assessment
- Define foundations of academic integrity in assessment design
- Survey key approaches to online assignment and assessment development
- Connect best practices to specific tips and techniques for going online

This webinar is being recorded

Contexts and Foundations

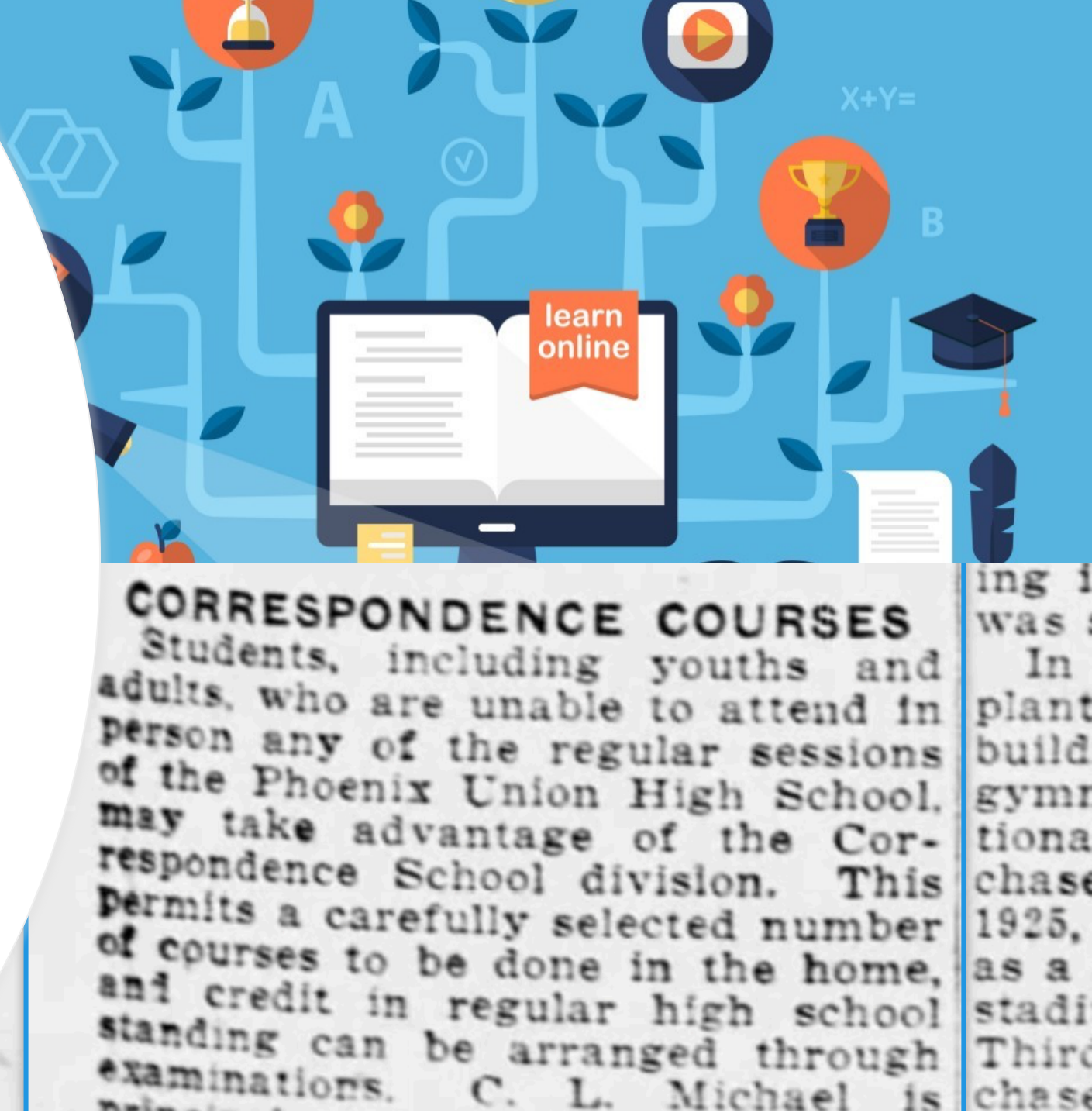


UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Key contexts and messages

“All online education is remote learning but not all remote learning is online education.”

-Maybe me?



CORRESPONDENCE COURSES

Students, including youths and adults, who are unable to attend in person any of the regular sessions of the Phoenix Union High School, may take advantage of the Correspondence School division. This permits a carefully selected number of courses to be done in the home, and credit in regular high school standing can be arranged through examinations. C. L. Michael is

ing i
was s
In
plant
build
gymn
tiona
chase
1925,
as a
stadi
Thir
chase

What to keep in mind

- Immediate goal = supporting students this term
 - Beg, borrow etc. ... just cite your sources
- Immediate goal \neq creating imperfect replica of f2f class
 - The factor of untranslatability

Brief thought experiment:

Each student in the image presents a different persona of student engagement.

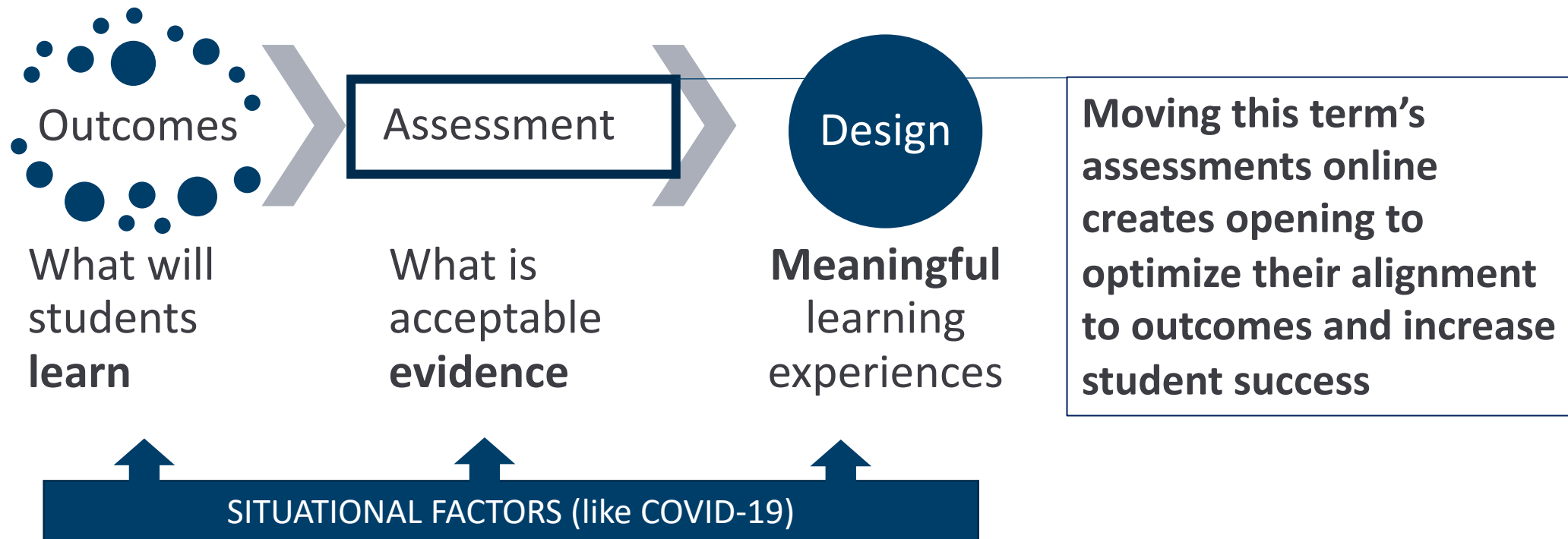
- How could you discern these personae online?
- What are ways to ensure each personae succeeds?



<https://www.vectorstock.com/royalty-free-vector/student-raising-hand-in-class-for-an-answer-vector-14280254>

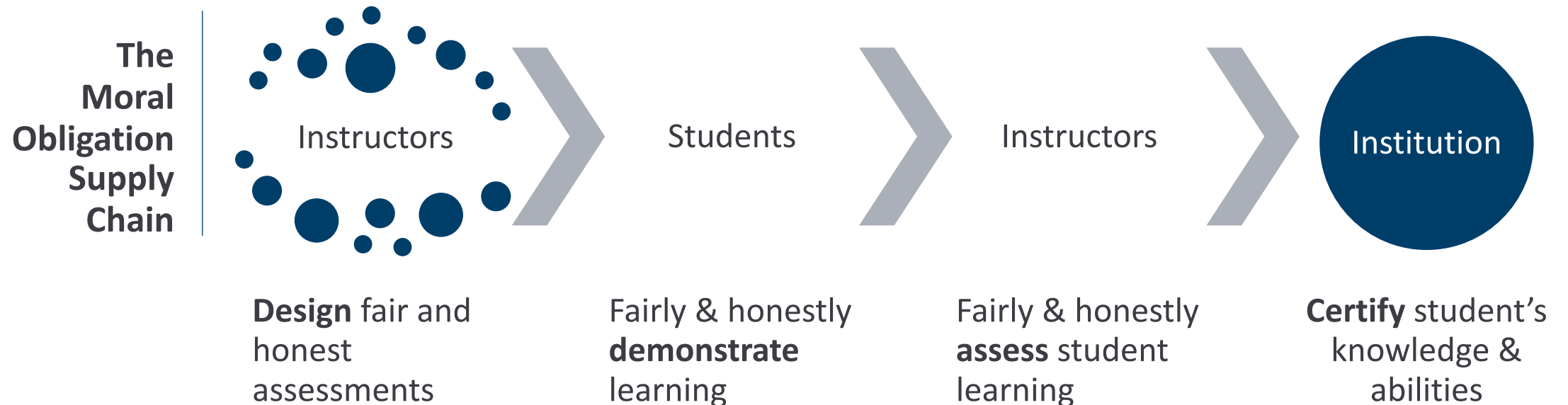
Key contexts and foundations

- The value of returning to first principles of backwards design to ensure authenticity



The criticality of authenticity

- Imperfect, incremental transition can be academically sound, authentic
- **Authentic assignments assessments central to authentic education**
- Authentic education pivots on authentic assessment



What is authentic assessment?

Authentic assessments are “engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.

What is authentic assessment?

- Authentic assessment
 - is realistic.
 - requires judgment and innovation.
 - asks the student to “do” the subject.
 - replicates or simulates the contexts in which adults are “tested” in the workplace or in civic or personal life.
 - assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
 - allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

What authentic assessment is and is not ...

TRADITIONAL ASSESSMENT	AUTHENTIC ASSESSMENT
Generally relies on forced-choice, written measures	Promotes integration of various written and performance measures
Relies on proxy measures of learning to represent skills	Relies on direct measures of target skills
Encourages memorization of correct answers	Encourages divergent thinking to generate range of answers
Goal is to measure acquisition of knowledge	Goal is to enhance development of meaningful skills
Curriculum directs assessment	Assessment directs curriculum
Emphasis on developing a body of knowledge	Emphasis on ensuring proficiency in applied skills and activities
Promotes “what” knowledge	Promotes “how” knowledge
Provides a one-time snapshot of student understanding	Provides an examination of learning over time
Emphasizes competition	Emphasizes cooperation
Targets simplistic skills or tasks in concrete, singular modes	Prepares students for ambiguities and exceptions found in realistic problem settings
Priority on summative outcomes or products	Priority on learning sequence and process

Let's try this at home!

Imagine:

A faculty member in Health Sciences is seeking to replace their multiple-choice exam on Nutrition, Digestion, and Metabolism.

Another thought experiment:

What are ways to introduce a more authentic assessment?

Designing Online

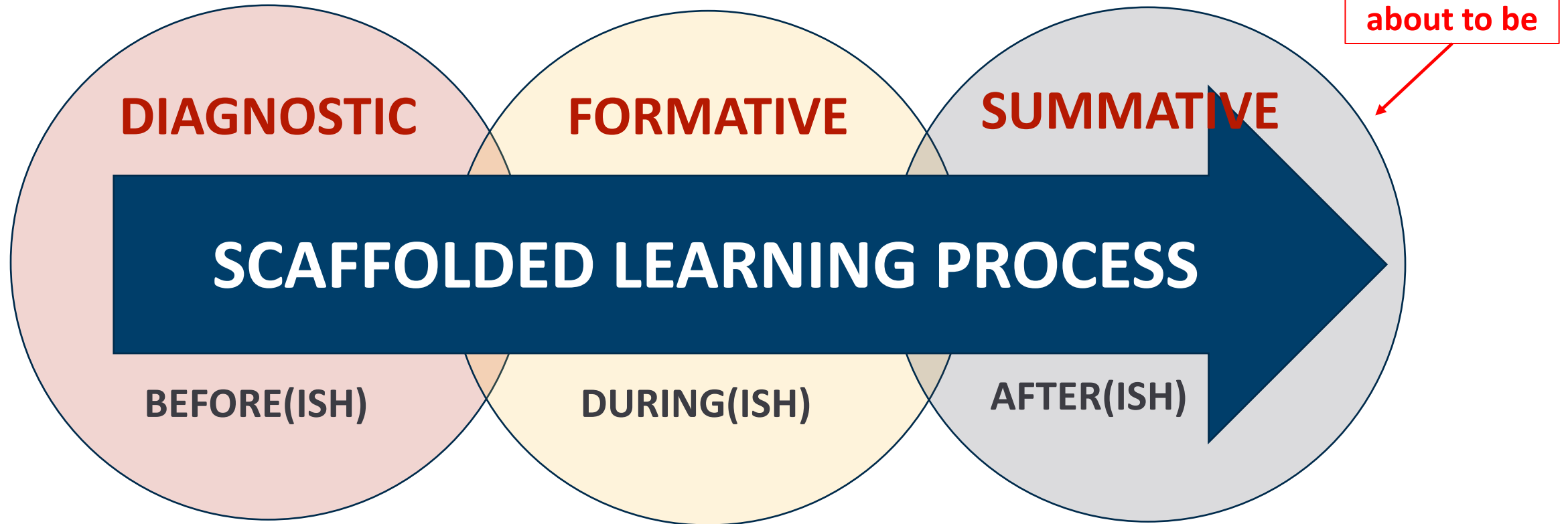
What we do now will shape the future



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Understand the functions of assignments and assessments

What we do depends on where we are and where we're going



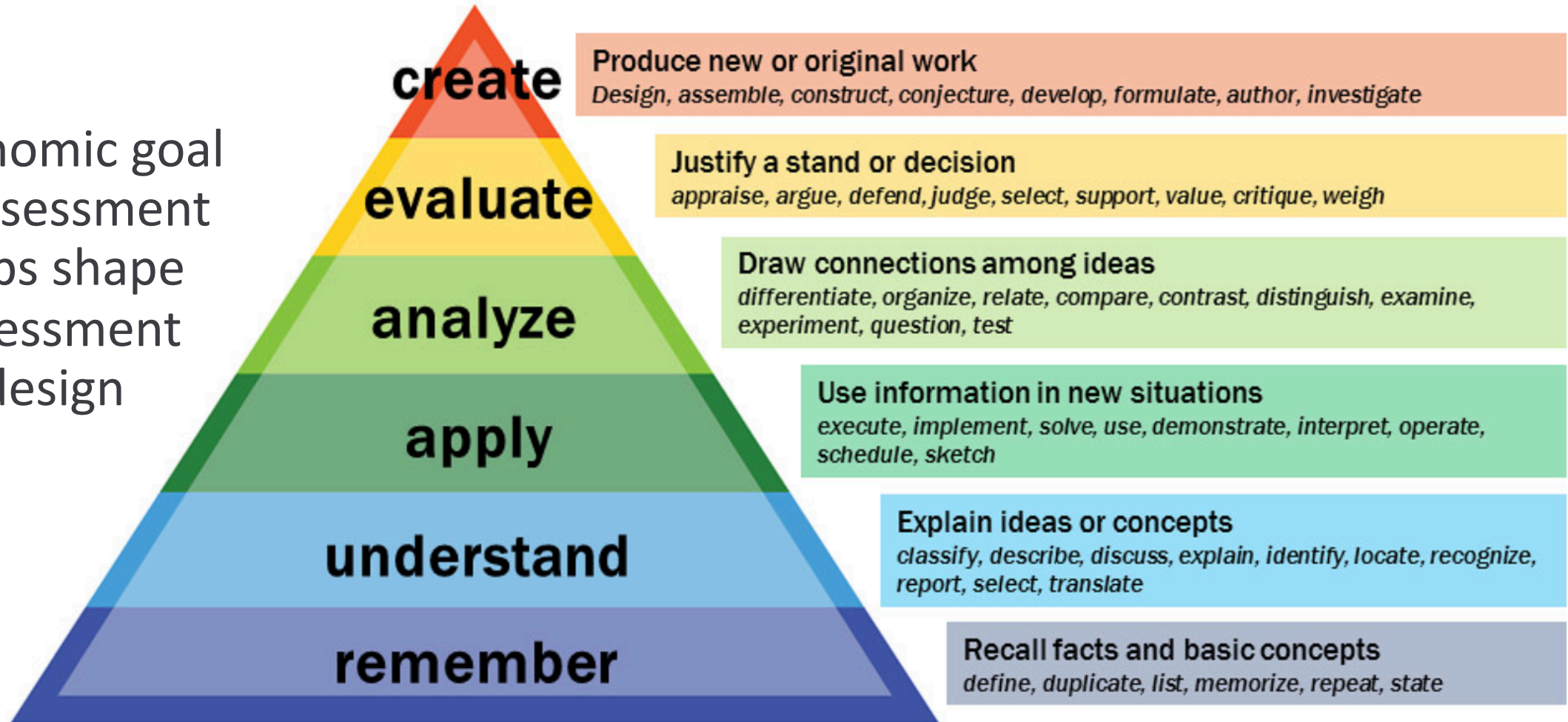
Supply vs. Construct in assignments and assessments

FORMAT	EXAMPLES	CONSIDERATIONS
Supply response: Predetermined options from which students make a selection	<ul style="list-style-type: none">• Multiple choice• T/F• Matching• Binary• Checklists	<ul style="list-style-type: none">• Popular and easy to grade• Narrow-gauge measures• Measures only decontextualized knowledge
Construct response: Students create their own response as the answer	<ul style="list-style-type: none">• Essays• Short answer• Blank fills• Sentence completion	<ul style="list-style-type: none">• Shorter forms typically measure lower-level knowledge• More extended responses measure higher-level knowledge.

Typically, authentic assessments invite students to construct responses

Yes, Bloom's taxonomy ... still, again, and always

Taxonomic goal
of assessment
helps shape
assessment
design



ASSESSMENT	ASSESSING	PROS	CONS
Objective exams	<ul style="list-style-type: none"> Facts Understanding of ideas Applications of principles 	<ul style="list-style-type: none"> Fast grading Assesses broad topic spectrum 	<ul style="list-style-type: none"> Difficult to assess procedural or conceptual knowledge Very difficult to validate items Harder, not impossible, to assess higher-level thinking Can't assess organization and originality
Scenario-based projects	<ul style="list-style-type: none"> Depth of knowledge Creativity and organization Writing and documentation 	<ul style="list-style-type: none"> Assesses higher-ordered procedural and conceptual knowledge (meta-understanding) 	<ul style="list-style-type: none"> Resource intensive grading Risk of subjective evaluation, lack of validity, and reliability without well developed and tested rubrics
Portfolios	<ul style="list-style-type: none"> All above Multiple levels of knowledge – facts, analysis, evaluation, self-reflection 	<ul style="list-style-type: none"> Encourages display of knowledge and understanding in multiple formats Assesses higher-ordered procedural and conceptual knowledge, meta-understanding 	<ul style="list-style-type: none"> All above
Essays	<ul style="list-style-type: none"> Understanding of ideas Ability to think Ability to formulate evidence-based argument 	<ul style="list-style-type: none"> Assesses higher-ordered procedural and conceptual knowledge Allows expression of knowledge authentically 	<ul style="list-style-type: none"> Requires rubrics for validity Resource intensive grading Risk of subjective evaluation Requires scaffolded writing instruction in disciplinary context

LOWER BLOOM

HIGHER BLOOM

The tactical stuff



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Mapping learning interactions to tools

ACTIVITY	TOOL or RESOURCE*
• Self-assessment	• LMS self- and peer assessment
• Reflective journal writing	• OneNote, Google/O365 Docs, etc.
• Discussions	• Discussion boards, Flipgrid, YellowDig, etc.
• Blogs/Wikis	• OneNote, Google/O365 Docs, etc.
• Peer Assessment	• LMS self- and peer assessment
• Electronic portfolios	• Canvas Folio, free trials for software apps
• Case Studies	• LMS student group tools
• Role playing/simulation/games	• Zoom, Webex, Flipgrid, Teams
• Storytelling	• Adobe Spark (in Canvas) and similar tools
• Shared whiteboarding	• Jamboard and similar tools
• Group projects	• LMS student group tool
• Chat and collaboration	• Teams, Google hangouts/chats, etc.



Purely tactical tips for activities and engagement

- Be reasonable about what's reasonably possible
 - Less = more, and often more authentic
- Remember that students engage (or not) and learn differently online
- Be intentional about different modes of presence in the classroom to support learning
 - Discussions, individual feedback in writing, voice notes, announcements, (a)synchronous video and audio
- Leverage LMS engagement metrics to identify disengaged students
- Reach out to each student individually, and if that's not possible, focus on most at-risk
- Offer multiple ways for students to practice and demonstrate learning
 - 1:1 with you, co-constructing learning with peers, class discussions
- Construct discussion spaces with clear and focused goals
 - See: ["Strategies and Principles to Develop Cognitive Presence in Online Discussions"](#)

Purely tactical tips for tests and exams

- Alter test-bank questions to limit searchability
- Make stems clear, interrogative, and brief
- Avoid all-/none-of-the-above (or, make it correct only 25% of the time)
- Don't announce your distractors
- Distractors should isolate student weakness to address errors in thinking
- Parallelism, parallelism, parallelism
- Eschew categoricals and double negatives
- Use 4 answers, not 3
- Avoid double(+)-barreled responses
- Calibrate exam time for prepared students
- Activate LMS assessment security options

<https://elearningindustry.com/developing-good-online-assessments-guidelines>

ICAI "Going online with Integrity" <https://youtu.be/44q3ESYn6hl>

Purely tactical tips for tests and exams

- Assume tests are open note/open internet, with clear guides for acknowledging sources
- Clarify what openness means (i.e., others can't answer for you)
- Consider formative quizzes/exams as warm-up practice for summative exams
- Proctor exams via Zoom where practicable
- Activate LMS assessment security functions
 - Exam time limits
 - Browser lockdown
 - Randomize and scramble item sequence and answer choices
- Use similarity detection tools (Turnitin, SafeAssign, etc.)
- Conduct oral follow ups where possible (ask student to talk through at least one question)
- Ask students to record short videos explaining the answer to one or two questions

<https://elearningindustry.com/developing-good-online-assessments-guidelines>

ICAI "Going online with Integrity" <https://youtu.be/44q3ESYn6hI>

Grab bag of resources

- International Center for Academic Integrity
 - Recent webinar on Going online with Integrity
- Remote Teaching Resources for Business Continuity (crowdsource doc)
- UCSD's "Moving to Remote Assessments with Integrity"
- "How to be a Better Online Teacher" (Chronicle)
- Online Accessibility and Anti-Discrimination
- Microsoft Word Accessibility Overview
- EdSurge Advice for Newly Remote Instructors
- "Moving to Digital Learning Fast: Where to Start" (Campus Tech)

Endeavor to persevere ...

- Online education is a driver of pedagogical innovation
- What we do now sets the bar for academic quality and authenticity in remote teaching environments
- It's less scary when you're on the other side
- And remember: start by trusting students and faculty*



What's next?

- Join our Google Group:
remoteteaching@academicintegrity.org
- FAQs @academicintegrity.org
- Webinar on “Going Remote with Integrity 3.0: Your Academic Integrity Policy Gone Virtual”
 - Presented by ICAI and Virginia Commonwealth University
 - April 9, 12:15 Eastern
 - More info:
<https://www.academicintegrity.org/integritymattersblog/>

Brought to you by ...



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

- UMGC has a mission to improve the lives of adult learners by operating as Maryland's open, online university, serving working adults, military service-members, their families, and veterans across the United States, and around the world.



International Center for Academic Integrity

- A membership organization cultivating integrity in academic communities throughout the world to promote ethical institutions and societies

info@academicintegrity.org

<https://www.academicintegrity.org>



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**